

Polk County Public Schools

Ridge Technical College



2020-21 Schoolwide Improvement Plan

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Ridge Technical College

7700 STATE ROAD 544, Winter Haven, FL 33881

<http://schools.polk-fl.net/ridge>

Demographics

Principal: Paul Garrison

Start Date for this Principal: 8/10/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: F (15%) 2016-17: I (%) 2015-16: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Ridge Technical College

7700 STATE ROAD 544, Winter Haven, FL 33881

<http://schools.polk-fl.net/ridge>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Other School Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	I	I	F*

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Ridge Technical College is to assess, prepare, and place individuals in successful and rewarding careers in an increasingly competitive and changing employment market.

Provide the school's vision statement.

Ridge Technical College will be Polk County's premier workforce training institution.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Rosario, Jose	Assistant Principal	Monitor teachers and students progress. Assist teachers in any areas of concern. Monitors students data and discuss with teachers strategies for struggling students.
Henry, Valerie	Assistant Principal	Monitor teachers and students progress. Assist teachers in any areas of concern. Monitors students data and discuss with teachers strategies for struggling students.

Demographic Information

Principal start date

Monday 8/10/2020, Paul Garrison

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
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SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	1	0	2	33	51	87	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	3	7	21	32	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	3	3	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	9	13	22	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Dec. 2019 Star Reading Level 1	0	0	0	0	0	0	0	0	0	0	1	3	4	8	
Dec. 19 Star Math Level 1 (No data)	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 12/22/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	2	6	14	47	53	122
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	3	10	25	28	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	3	11	16	30

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	10	28	40

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	10	28	40

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	0%	0%	0%	0%	0%
ELA Learning Gains	0%	0%	0%	0%	0%	0%
ELA Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Math Achievement	0%	0%	0%	0%	0%	0%
Math Learning Gains	0%	0%	0%	0%	0%	0%
Math Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Science Achievement	0%	0%	0%	0%	0%	0%
Social Studies Achievement	0%	0%	0%	0%	0%	0%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
	0 (0)	

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	59%	-59%	65%	-65%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	53%	57%	-4%	68%	-15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	60%	-60%	62%	-62%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	41%	-41%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT											
FRL											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT											
FRL											
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

N/A

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	As we reviewed attendance data from last school year, before we were closed due to the pandemic, our seniors reported to have a greater number of 10 or more absences for the school year. Chronic absenteeism can negatively affect: Reading proficiency, Academic confidence and Test scores. This can impact later outcomes, including graduation from high school. Students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.
Measurable Outcome:	We will monitor seniors attendance quarterly to be able to make early interventions to assist students.
Person responsible for monitoring outcome:	Jose Rosario (jose.rosario@polk-fl.net)
Evidence-based Strategy:	Evidence-based Strategy: 1- Communicating with parents or guardians. 2- Involve the attendance dept and teachers to keep track of senior attendance. 3- Work closely with school social worker to be aware of any other unforeseeable circumstances.
Rationale for Evidence-based Strategy:	We will be using Focus and Performance Matters to track students attendance and performance. This allows us to make an early intervention to assist students.

Action Steps to Implement

Action Steps to Implement:

- 1- Monitor students attendance on a quarterly basis.
- 2- Adequate contact with student, parents or guardians.
- 3- Make home visits as needed.
- 4- Work together with the attendance committee.

Person Responsible Jose Rosario (jose.rosario@polk-fl.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: We will focus to provide professional development opportunities for our teachers that will address how to work on long distancing learning.

Measurable Outcome: We will have a series of training's targeting long distance learning to make sure that our teachers have an understanding on how long distancing works.

Person responsible for monitoring outcome: Jose Rosario (jose.rosario@polk-fl.net)

Evidence-based Strategy: Plan to assist teachers in analyzing the course sequence so that they can develop a plan to cover the content and standards necessary to complete the planned syllabus and provide training on how to continue to deliver instruction.

Rationale for Evidence-based Strategy: Due to the pandemic we faced with the COVID 19 last year and still not having a clear picture of what will happen for the next school year we will like to make sure that we are prepared to have a plan in place to assist our teachers, students and families.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

RTC will be monitoring and assisting with the following:

- 1- Short- and long-term goals, preparing for an unknown length of time currently planned for the school campus to be closed.
- 2- Plan to assist teachers in analyzing the course sequence so that they can develop a plan to cover the content and standards necessary to complete the planned syllabus and provide training on how to continue to deliver instruction.
- 3- Spectrum of delivery options for the various grade levels, such as a fully online curriculum or online curriculum with individual or small group interaction with teachers.
- 4- Continuum of delivery methods, such as a combination of technology, innovative use of other media (such as television), paper packets, or onsite meetings for a limited number of students, consistent with social distancing requirements.
- 5- Plan for how to allow teachers to engage with one another to collaborate on offerings for students, exchange of effective practices, or adjusting approaches to ensure engagement with students.
- 6- Continue to monitor student attendance.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- Ridge Technical College holds two open houses for the community every year. We invite over 30-40 agencies in our community and other schools, to participate in our open house and engage with our students, staff and stakeholders. Students have an opportunity to showcase their program and exhibit their work.
- RTC has 24 advisory committees, one for each program that meets twice a year with the program that they are part of. These advisers keep our instructors up to date with the demands and new changes of the field. These members also are the ones that hire our students once they are completed with the program.
- We also have a career fair once a year for our students in which the students that participate have prepared a resume to present in a mock interview to get ready for future job interviews.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00